

THE SCHOOL GOVERNMENT CHRONICLE

AND
EDUCATION REVIEW

Vol. cl. No. 3,391
(Etabd. 1871)

Incorporating "The Education Authorities Gazette"

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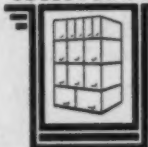
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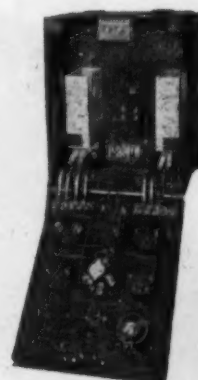
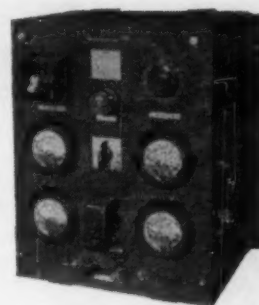
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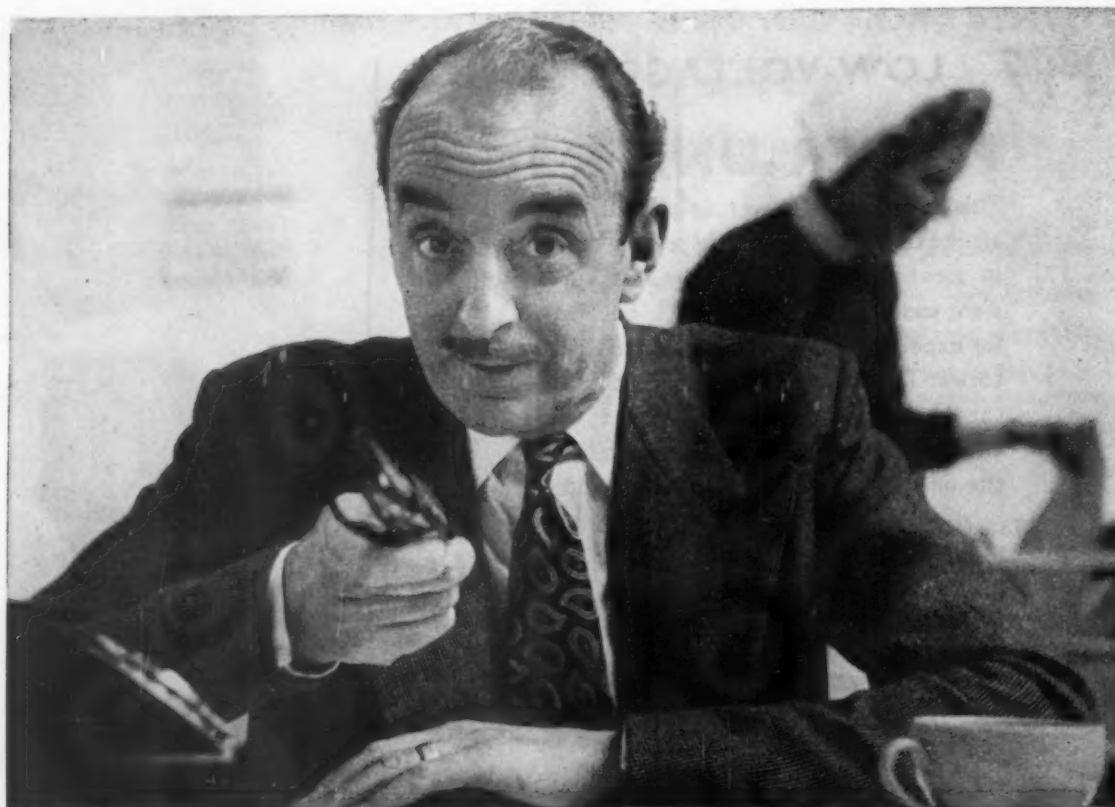
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The SCHOOL GOVERNMENT CHRONICLE

AN INDEPENDENT MONTHLY REVIEW OF EDUCATION.

No. 3,391. VOL. CL.

FEBRUARY, 1958

Film Appreciation and the Training Colleges

By J. B. HOARE.

The beginning of the year is a good time for new ventures and for making resolutions. It was on January 1st of this year that a meeting of representatives from Teachers' Training Colleges passed a resolution to set up a working party from the Association of Teachers in Colleges and Departments of Education and the British Film Institute to examine the best means of integrating the study of film within training college courses.

The meeting, organized by the British Film Institute at the new National Film Theatre, was attended by nearly two hundred people, representing over one-third of all the training colleges in this country. The chairman, Mr. David Johnston, the Adviser to Teachers at the London Institute of Education, introduced Mr. Stanley Reed, Secretary of the British Film Institute. Mr. Reed, he remarked, was able to speak not only as a representative of the Film Institute, but also as a former teacher and pioneer in the introduction of film lessons into school curricula.

Mr. Reed began by outlining the constitution and work of the British Film Institute, and in particular the work of the Film Appreciation Department with which the subject of the present meeting was most concerned. This department under Mr. John Huntley and the Film Appreciation Officer, Mr. A. D. Whannel, arranged lectures, issued publications on film appreciation and could always be consulted about film appreciation work. This together with the Information Department and Library, which was one of the most comprehensive in the world, meant that teachers and lecturers could always find advice and information about almost any aspect of films.

Of the need for giving children guidance about film Mr. Reed remarked on the high attendance of children at the cinema which, although it had been lessened by the advent of television, was still an important factor in their lives; it was, in fact, the one art with which they were really familiar. In particular the peak group of cinemagoers—adolescents and young adults—were least affected by television and it was within this group that most student teachers came.

As to what can be done in schools, Mr. Reed referred to the publications and work of the Society of Film Teachers and the book "Teaching Film" written by Miss Grace Greiner of Goldsmiths' College and published

by the British Film Institute. We in this country had considerable experience of film teaching in schools and at a recent International Conference on Film Education at Amsterdam Mr. Reed had noted that many other countries look to us for a lead in this field. The main aim of film lessons in schools was to encourage the children to be selective in their cinema-going, and this could be best achieved by positive approaches from teachers themselves knowledgeable about film.

This led to the question of the training of teachers. Although film teaching is more common in secondary modern schools, it is from the grammar schools that most training college students come, so that only a few of them will ever have received guidance in film appreciation. The first task therefore is to teach the student about film and the methods of film teaching; several training colleges are in fact already doing this. It is important, however, Mr. Reed added, that film does not become a subject for an élite; the teacher must not lose sight of the fact that film is essentially a popular art form.

Little is known about the effects of films on children; nevertheless one should not wait until more research has been carried out before beginning to teach film appreciation. Mr. Reed felt that what was required was not just more research, but more research of the right kind. There is a need for long term psychological rather than sociological study of the effects of films on children. In the meantime what was to be done? Mr. Reed suggested that there was a need for the instruction of student teachers in film and film teaching and he hoped that such courses would soon be generally accepted by the training colleges.

After an interval for refreshment and reflection, the audience reassembled to discuss the points raised by Mr. Reed who, with the chairman, was now joined by the director of the British Film Institute, Mr. James Quinn. From the questions and comments it was clear that film was a topic which the audience felt to be of importance to the training colleges. It was generally agreed that the first step was to provide the student teacher with a course in film so that he could understand film not merely as a visual aid but as an art in its own right. Miss Ward, principal of Eastbourne Training College, made the point that hoping students would

learn film appreciation incidentally by using film as a visual aid was like hoping that they would learn art appreciation by using a Holbein portrait in a social history study. Film must be studied as film, not just as an aid to learning something else. Another speaker remarked that the first need was for the organizers of training college film courses to be themselves trained in film; as the teacher must know more than the child, so the lecturer must know more than the student. Miss Greiner of Goldsmith's College suggested that student teachers who did some film teaching during their training would find that here was something about which the children could be readily encouraged to talk, and which would give the students a direct contact with their pupils. Several speakers felt that although a number of individual colleges were providing students with film courses, what was needed was a general acceptance and practice of the idea in all training colleges and the hope was expressed that this would be effected with the advent in 1960 of the three year training course. The general feeling of the meeting was summed up by the motion which was carried *nem. con.* to set up a working party representing the A.T.C.D.E. and the British Film Institute to investigate the most effective means of integrating film courses within the training college curriculum.

Expansion of Technical Training Colleges

Improved Rates of Grant for Students.

The number of places available for students who wish to train to become technical teachers is to be increased by over 60 per cent., and substantially higher rates of grant are to be paid to students. The three training colleges (in Bolton, Huddersfield and London) which offer special courses for prospective teachers in technical colleges, were informed early this month of the new grant arrangements, which have been agreed by the Minister, Mr. Geoffrey Lloyd, and the local authority associations. The Minister is already consulting local education authorities about the necessary building work at the three colleges.

The full details of the new scales of grant to students will not be known before the completion of the triennial review of the standard figures of maintenance for students at universities, and of training college grants, which is now in progress, but the final settlement will include increased personal grants to students, together with travelling expenses. Dependants' grants will also be increased, and married students, or students with dependants who have to maintain separate homes will receive a special grant. In addition to these grants, which are provided by the students' home authorities, students will normally receive free tuition and their own board and lodging. Account will be taken of other income in assessing a student's grant.

Increased grants for these particular students are considered necessary because the technical training colleges need to recruit almost entirely people from settled occupations in industry and commerce. The principle accepted by the Ministry and the local authority associations will be that a married student with one or more children and a separate home to maintain, who is receiving grant while attending a course of pre-service

training, should be no worse off financially than if he were in fact earning the basic minimum salary of a Grade A Assistant in a technical college (at present £475).

It is expected that the technical colleges will have to recruit over 2,000 new full-time teachers a year to make good losses and provide for expansion. The arrangements outlined in the Ministry's letter are designed to increase the number and improve the quality of those who enter the profession through the technical training colleges. Much larger numbers are recruited direct from industry. Details of arrangements designed to improve recruitment from this source will shortly be the subject of a circular to authorities. It is proposed also to establish courses of full-time training for technical teachers already in service. The Minister will soon be discussing with the associations concerned the financial assistance to be given to teachers seconded to such courses.

All these new developments are the result of recommendations made by a Special Committee on the Supply and Training of Teachers for Technical Colleges which was set up by the Minister of Education in 1956. A new standing committee has been set up, under the Chairmanship of Dr. Willis Jackson, F.R.S., Director of Research and Education, Metropolitan Vickers Company, Ltd. (who was also Chairman of the Special Committee) to keep under permanent review matters concerned with the supply and training of teachers for establishment of further education. It is one of the standing committees of the Minister's National Advisory Council on the Training and Supply of Teachers, and includes representatives of local authorities, technical colleges, technical training colleges, university institutes of education, and industry and commerce.

To Appeal for Technical Instructors

The governing bodies of engineering colleges in Derbyshire have been asked to call a conference of their advisory committees to discuss the possibility of asking local industries to release qualified staff to undertake teaching of day as well as evening classes.

The suggestion came from the Derbyshire Education Committee's further education committee, after consideration of a report on the difficulties which some colleges are experiencing in obtaining qualified staff.

"The problem is not a new one" said an official in an interview, "and it boils down to one of money. High qualifications are demanded of lecturers and teachers in engineering colleges, and those same qualifications fit men for posts in industry which are far better paid. For years, however, the large industrial firms have realized that they are dependent on the colleges for a steady stream of students trained to enter the industry, and for the training of apprentices and junior employees who are released for day and evening classes. Many firms are also generous in making grants of machinery and equipment. We feel that once they appreciate the nature of the problem they may well co-operate by lending us teachers as well."

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Distribution of Teachers

The "Quota" scheme introduced last year to secure a better distribution of teachers has significantly improved the position, but as the net increase in the total teaching force in 1957 is likely to be less than the figure of 7,000 which was assumed as the basis of last year's calculations, some areas have not obtained as many teachers under the scheme as had been hoped, says a Ministry of Education circular to local education authorities.

A final assessment of the scheme is not possible yet, but it is already clear that this year will be a difficult one. 5,000 more teachers will be needed to cope with the increased number of children passing into the secondary schools, and it is doubtful whether the anticipated increase in the teaching force will be much more than enough to match this rise.

Education authorities are again asked to encourage married women teachers to return to the schools, and to persuade teachers over pensionable age to remain in service. Other measures to meet local conditions, such as the use of part-time teachers and the voluntary transfer of teachers from primary to secondary schools are also called for.

The circular says it is not proposed to modify the present scheme in any way, but if the ground already gained is not to be lost the scheme must remain in force. Each education authority's quota for January this year will be taken as the basis of its quota for January, 1959, and only such adjustment as is needed to take account of prospective changes of school population during the year will be made.

The scheme is designed to restrict the recruitment of teachers in areas which are well served, so that new teachers will be encouraged to take jobs in areas where there are shortages. Each authority is given a "quota" figure of full-time teachers based upon the number of children in its area, and authorities are asked not to recruit above this figure. They are not expected to discharge teachers in order to comply with their quotas, but it is essential to the working of the scheme that full account of quotas should be taken when considering replacements for teachers who resign or retire, and in no circumstances should more new appointments be made than the quotas justify.

Numbers in Classes

Replying in a parliamentary answer to Mr. Swinger, who asked for the numbers of classes of over forty, and over fifty, pupils respectively, in the primary and secondary schools of England and Wales on 1st January, 1957, and the comparable figures for each of the last five years, Mr. Geoffrey Lloyd said the numbers for maintained and assisted schools are as follow: (The figures for classes with over forty pupils include those with over fifty.)

Year	Junior Classes		Senior Classes	
(January)	over 40	over 50	over 40	over 50
1952 ..	35,163	1,180	3,863	60
1953 ..	40,046	1,330	3,156	50
1954 ..	40,447	1,145	3,304	44
1955 ..	37,011	917	3,734	36
1956 ..	33,589	621	4,181	64
1957 ..	31,907	558	4,115	56

Students in Technical Colleges

Special Enquiry into Wastage.

Mr. Geoffrey Lloyd, the Minister of Education, has asked the Central Advisory Council for Education to carry out a special enquiry into the wastage of students in some of the main part-time courses in technical colleges. The results should be available later this year.

This was announced by Mr. A. A. Part, the Under-Secretary in charge of the Further Education Branch at the Ministry, speaking at a residential course for teachers in schools and technical colleges at St. Anne's-on-Sea, Lancashire. Mr. Part referred to figures recently quoted which suggest that far too many students fail to complete their part-time courses and that some radical changes ought to be made in the present arrangements. The enquiry was needed to provide more evidence from which the facts could be studied.

The colleges were moving out of a period in which most of the students were ambitious volunteers into one where they had to deal with a much wider range of students released from industry under national apprenticeship agreements. This difficulty has been appreciated and new courses and syllabuses were being devised with a more practical bias. More should also be done to ensure that students did not attempt courses beyond their ability. In particular, the courses leading to the Ordinary National Certificate were of a relatively high standard, and there already existed many alternatives more suitable for the average craft apprentice.



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Australia, too, has her Educational Problems

By MAX GORDON.

In Britain, the task of establishing schools within reasonable distance of every child has hardly presented a serious problem. With few exceptions, all the children of the country live within easy reach of primary schools, and travelling facilities are available whereby children in rural areas can attend, without inconvenience, modern, technical and grammar schools.

In Australia, however, distance presents quite a problem. The scattered families in the outback are often hundreds of miles from any school. To meet the difficulty, radio has been pressed into service on a considerable scale. It is not surprising, in fact, that Australia pioneered radio in education, and it is now employed in two different ways.

Working in close association with the Australian Broadcasting Commission, the Education Departments have provided lectures and lessons at appropriate hours, and these are in extensive use. In primary education, the radio has been invaluable, and it has been employed in two ways. In addition to lessons broadcast to all primary schools, the two-way radio has been pressed into service. Thus, at Alice Springs, right at the heart of the continent, there is a school teaching pupils scattered over a radius of not less than 200 miles. The two-way radio is installed in the home of each scholar, and this means that the teacher not only gives lessons, but also answers the questions of the pupils and explains points about which a pupil is doubtful.

Supplementing the radio as a means of education for the population far removed from schools is the correspondence course, which has been developed on a considerable scale and is in great use in Queensland and New South Wales. Although this robs education of personal contacts between teacher and pupil, the method of teaching has shown itself to be surprisingly successful.

The scattered nature of the population, however, has created other problems. Each State runs its own system of primary, secondary and technical education, and in this system local authorities play no part. This is recognized as a serious weakness. Nevertheless, the fact that the six States determine their own educational policy has not resulted in widely different systems of education. The contrary, in fact, is the case. Frequent conferences between educationists and teachers from all the States have resulted in a high degree of uniformity in Australia's educational system.

The lack of local interest in education means, of course, that everything is in the hands of the State Department of Education. The department appoints every teacher, and even the head teacher in a school has no voice in the choice of those who are to work under him. The department, too, is solely responsible for laying down policy and the methods by which the policy is to be carried out. Thus a high degree of uniformity has been achieved in the educational system, and there are many who feel that there should be opportunity for greater variety and individuality.

The position in the secondary schools—where variety

becomes increasingly important—is but little different. In fact it is said with some irony that, at the same time the same subject is being taught in the same way in every secondary school in a particular State. This, of course, is an exaggeration, but it is far too near the truth not to give rise to concern.

Education at the primary level is both free and compulsory. The transfer to secondary education takes place at varying ages. At eleven in Victoria and at thirteen-plus in Queensland. These schools attempt to give a common course that will meet the needs of all pupils, and they do so with a reasonable measure of success.

Differences in educational methods arise in Australia because State education is secular. Thus the religious bodies have entered this field by establishing schools of their own in all the States. The Roman Catholic, Anglican, Presbyterian and Methodist churches provide secondary courses as well as primary, and the Roman Catholics, as in other countries, are responsible for the education of their adherents, and all Roman Catholics attend their own educational institutions. This, of course, is not the case with the other religious denominations. Only some attend the schools established by their own churches. The religious schools, of course, require fees from their students, and these, in some cases, are as high as those required by the most expensive English public schools. No grant is made to these schools by the Government, although the fees command some taxation relief for the parents.

These schools vary in value, and some achieve excellent results. Most important of all in a country where State education has such great uniformity, these schools can undertake experiments in education and make whatever changes they deem wise.

There are six State universities, plus a university college at Canberra. Finally there is the New South Wales University of Technology. Of the 28,000 students attending these universities, about a quarter attend only part-time. The State grants to the universities have never been at all adequate, and it is expected that there will be a large increase in university students in the next few years. This calls for a considerable increase in the State grants to university education.

Australia, in fact, has never shown any great enthusiasm for spending large sums on education. Only recently have the teachers received an increase in salary, and this was very much overdue, but it has come too late and is too little to persuade men and women to enter the profession in adequate numbers. Therefore, it is certain that there will be a teacher shortage for some considerable time.

The salaries paid to university lecturers and teachers are derisively low. This naturally leads to dissatisfaction and the work of the universities suffers accordingly. It is evident that, in the higher reaches of education, much more money will have to be spent to supply the accommodation that will soon be needed and to attract to the teaching profession the needed personnel.

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The Writing of Text Books

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There have been important developments in recent years in the production of school text-books. For this, credit is due to authors and publishers alike. More and more teachers are writing textbooks and publishers are always willing to consider manuscripts.

Yet anyone who has had any experience in reading manuscripts will agree that many are unsuitable simply because the writers have no idea how to present their ideas in a way which can be understood by children in school. It is essential that the subject of any manuscript should be presented in language appropriate to the age and ability of the children for whom it is intended. This is a fundamental point and cannot be over-stressed.

This does not mean that the subject matter should be "written down." Any condescension on the part of the writer is at once spotted by the children and by the teachers who use the book. Simplicity and sincerity are essential in all writing intended for children.

Again, many hopeful writers have no idea as to the limitations of typography. There is no use submitting a book where the type has to be printed in three colours and at the same time suggesting that it might sell at half-a-crown. Typographical limitations are not totally restrictive. Good printers can perform wonders. But the limitations are always there and should be recognised.

Before submitting a manuscript to any publisher, a writer would be well advised to consult the catalogue of that publisher. It does happen that often a manuscript is rejected not because it is unsuitable, but simply because the publisher already has a book of a similar kind on his lists. In this connection the advice of the publisher's representatives who call upon schools can be invaluable. These men not only show the publications of their firms in schools, but they are on the lookout for promising writers. Many an established writer of textbooks owes his position to a publisher's representative who suggested to him that his teaching methods and ideas could form the basis of a book. If a publisher's representative is interested in a manuscript or in an idea, the chances of acceptance are improved.

To-day, many textbooks which are published in this country are used overseas. Every aspiring writer should bear this in mind. The export side of British publishing has increased enormously in recent years. It is to the advantage of publisher and author when books find favour in the countries of the Commonwealth. It is strange but true that former colonies who are achieving independence are more determined than ever to learn English. A writer, therefore, should not be too parochial or even national in his outlook. He should present his subject matter in a way that will be acceptable not only to children whose native language is English, but to children who are learning English. It does not make the textbook writer's task any easier, but if he accomplishes it successfully, his financial reward will be the greater.

The Financial Aspect

When a manuscript has been accepted, the publisher will enter into a contract with the writer. It is fashionable for many people to decry publishers and to advise young writers to read the contracts carefully. It is a truism that all legal documents should be read carefully; but it is also true to say that standards of British publishers are high and generally speaking the terms which are offered are fair and equitable. As a rule textbook writers get 10 per cent. of the published price. This rule, however, is varied in special cases. If a small initial royalty can enable a book to be published more cheaply this percentage might be reduced with advantage. After all, it is the size of the cheque and not the size of the royalty which is important from the writer's point of view.

The advice of the publisher in the presentation of the material can be invaluable. All writers, and in particular young writers, are reluctant to see changes made in their manuscript. Yet the advice of a skilful editor is worth having and writers would do well to listen carefully to any advice which is given regarding the presentation of material. They will learn much through working with experienced publisher.

The financial rewards of a successful textbook can be considerable. They differ from the rewards of a successful novelist and playwright in that they are spread over a greater number of years. There is no "Cruel Sea" or "Wooden Horse" among textbooks, but there are few novelists who can be compared with North and Hillard or Hall and Knight. The descendants of these great names in the field of educational publishing are no doubt still drawing royalties from their works.

Anyone who sets out to write a textbook for money is probably doomed to disappointment. The good textbook is a by-product of one's work and the income should be regarded as an unexpected addition. This additional income is always gratifying; sometimes it can be surprising. No-one has yet discovered why a novel becomes an instantaneous success. Similarly no-one has discovered the qualities which make for wide-acceptance in a textbook. That is what makes the writing of textbooks so interesting from the point of view of writer and publisher. A textbook might get no further than the first edition. On the other hand it might sell in millions, providing bread and butter—and a little jam—for writer and publisher alike for many years to come.

Mr. E. C. Goer, a Birmingham schoolmaster, was awarded the O.B.E. in the New Year Honours for his services to the National Savings Movement. He has been honorary secretary of the Nansen Road Primary Junior School savings group since 1940. Since 1948 Mr. Goer has represented the West Midlands Region on the National Schools Advisory Committee of the National Savings Movement, and in 1949 he became Chairman of the West Midlands Regional Schools Advisory Committee.



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Mobile Dental Clinic for Oxfordshire Schools

"Dental decay is the main and most widespread disease in to-day's children. Of Oxfordshire children starting school at the age of five years, less than one tenth have sound and healthy teeth."

This statement was made by Mr. J. A. Fenemore, chairman of the Special Services Board, Oxfordshire Education Committee, when he officially opened the County Council's first completely equipped mobile dental clinic for Oxfordshire schools at the Comprehensive School, Burford. Present at the opening ceremony were Mr. C. J. Peers, chairman of the County Education Committee, members of the Special Services Board, Dr. A. T. Wynne of the Special Services Branch, Ministry of Education, Mr. A. B. Chorlton, M.A., Director of Education, Oxfordshire, Mr. W. James Cook, County Senior Dental Officer, and Dr. P. W. Bothwell, Deputy County Medical Officer.

This new and attractive mobile unit—built by Coventry Steel Caravans, Ltd. of Newport Pagnell—will supersede much of the elementary portable equipment now in use throughout the county school dental service.

"Not only will the new unit provide the most up-to-date dental facilities for many of the county's schoolchildren but it may also help to attract more dentists to what is an understaffed profession," continued Mr. Fenemore.

Amongst the areas to be visited during the next nine months by this clinic-on-wheels will be Burford, Eynsham, Charlbury, Witney, Kidlington, Bicester, Marston, Wheatley and Littlemore.

It is anticipated that initially the unit will stay at the larger of a group of schools for a few weeks—thus enabling schools in the near vicinity to take advantage of its services.

Construction of the Unit.

The mobile unit is constructed from extruded aluminium sections, silver anodised and chemically brightened.

There is a waiting room at the rear of the unit. It has a main entrance door, one main opening window and three roofline ventilator windows. The room is divided from the surgery by a fixed partition with a sliding door. Heating is provided by a 750 w. panel heater. Other features include a wardrobe, padded bench type seat and back-rest. Locker space is provided under seat.

The surgery is situated in the centre of the unit, between the waiting and the recovery rooms. There are two main opening windows and six opaque roofline ventilator windows. Heating is provided by a 750 w. convector type space heater.

There is a cupboard with three compartments for anaesthetic machine haemoduct, gas bottles, etc. An electric steriliser with a steam extractor cowl is fitted in the panelled top of the cupboard. A stainless steel wash basin is built into the cupboard. Other features include a long dental cabinet with instrument drawers of various sizes, each having removable divisions; a fluted dental cabinet mounted on the wall; a vent axia, fitted on the ceiling over the dental chair, which has an air displacement of 8,000 cubic feet per hour; a calor gas point; two mains voltage rubber blade distributor fans; and a nurse's desk.

The recovery room is situated at the front of the unit.

Education in London

INDIVIDUAL INSTRUCTION IN MUSIC

The L.C.C. provides opportunities for individual instruction to selected pupils of marked musical ability. A maximum of 300 pupils at any one time may receive individual instruction in a college of music on Saturday mornings, and about 900 pupils may receive individual lessons for twelve half-hour periods a term during their school life. Parents with incomes over £500 a year are required to contribute towards the cost of the instruction on a scale related to their annual incomes, but to encourage more parents to take advantage of the facilities available, it is proposed to revise the scale of parental contributions.

* * *

MODERN LANGUAGE SCHOLARSHIPS AND BRITISH SCHOOLS EXPLORING SOCIETY

Up to sixty modern language scholarships are awarded annually by the Council to enable secondary school pupils showing special aptitude in modern languages to spend three months on the Continent. The maximum grant allowed, fixed in 1954, is £100 with travel allowances of £15 for German speaking countries and Spain, and £10 for France. Because of the rise in the cost of living on the Continent during the last few years, the allowance is barely adequate even with the utmost economy for a stay of three months and the travel allowance is quite insufficient. An allowance on which it was perhaps just possible to manage in 1957 is unlikely to cover a stay of more than ten weeks in 1958.

It is accordingly proposed that the allowances should be increased and that the scale of parental income which determines the amount of the award should be revised so that more parents can benefit.

The Council also makes a limited number of grants of up to £100 to London boys chosen to take part in expeditions organized by the British Schools Exploring Society. Similar increases are proposed in respect of these grants.

* * *

SCHOOL HEALTH SERVICE

The report of the Principal School Medical Officer for London for 1956 states that 399,059 medical inspections were carried out during the year and 12.9 per cent. of the children examined required to be referred for further medical advice or treatment compared with 13.7 per cent. in 1955. The percentage of children found to be "verminous" showed a further decline. In 1956 it was 1.9 per cent. as against 8 per cent. in 1948.

From Education to Industry

A public school head master for over twenty-one years, Dr. W. G. Humphrey, head master of the Leys School, Cambridge, has resigned to become personnel officer to an industrial firm, and will take up his new appointment in May.

Dr. Humphrey took first class honours in the School of Chemistry at Oxford and became Ph.D. in 1928. He then moved to Harvard University as a Commonwealth Fund Fellow and did research in organic chemistry under Dr. J. B. Conant. He became head master of the Leys School in 1934 at the age of thirty.



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The
SCHOOL GOVERNMENT CHRONICLE
and
EDUCATION REVIEW

No. 3391

FEBRUARY, 1958

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It is an independent journal attached to no Association or political body, and in no way restricted to the protection of special interests or to the advocacy of any policy which is not primarily for the advancement of national education.

All communications intended for publication on editorial matters should be addressed: "The Editor, THE SCHOOL GOVERNMENT CHRONICLE AND EDUCATION REVIEW, Cobham House, 24, Black Friars Lane, E.C.4." All other communications should be addressed to "The Manager," at the same address. Remittances should be made payable to "The School Government Publishing Co., Ltd.," and forwarded to the Manager.

Advertisements and correspondence relating thereto should be addressed to F. Darby's Advertising Service, Cobham House, Black Friars Lane, London, E.C.4. Telephone for all departments: City 6686-7 (two lines).

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Month by Month

World Recognition of Love.

AMONG the least reported of New Year Conferences was the meeting of the Le Play Society at Somerville College, Oxford. This was unfortunate, especially in view of the notable address by Dr. J. M. Moge, Lecturer in Sociology in the University of Oxford. Dr. Moge said that a dramatic change had taken place in Western Europe and Northern America in the 1940's. People began to marry much younger than ever before. Since the last war people were marrying younger and, what was far more important, getting more fun out of bringing up children. This discovery that the bringing up of young children can be a joyous experience has led to a rising of the birthrate. These are two tremendously important facts which should surely influence those who have the responsibility of planning the future of education. The concept of marriage is changing all the world over. The right of parents to "give" their children in marriage is ending. It is one of the few jokes in the Book of Common Prayer that there is no answer in the Solemnization of Matrimony to the question "who giveth this women to be married to this man?" Perhaps at the next revision of that rite, the question itself will disappear. "Children," said Dr. Moge, "are now demanding the right to choose their own partners." This, he said, might very well be called "the recognition of love." The emphasis on love between husband and wife had shifted the emphasis from parental relations to marital relations. The emphasis was less on being a good wife and mother and more on being a good wife and pleasant companion, a good sexual partner, on harmony and love rather than on procreation. The discovery that child rearing could be a pleasant occupation contrasted with the old stress on its difficulty, dangers and disappointments. It must be confessed that there are social trends which are in direct conflict with those recorded by Dr. Moge. The employment of young mothers—in the teaching profession as well as in offices, factories and shops—wars against this new recognition of love and parenthood. Equal pay for manifestly unequal responsibilities encourages the artificial and prolonged postponement of the families which should bless young marriages. What teaching should the schools give to young people on the threshold of manhood and womanhood? Are the schools agreed on what should be taught?

Committee on Public Libraries.

IN the Government White Paper *Local Government Functions in England and Wales* (Cmd. 169) it was announced that the Minister of Education intended to set up a committee to consider the library service of England and Wales. The committee would consider in that more general context the exercise of local government functions concerned with public libraries. The Minister, then Lord Hailsham, accordingly set up a committee "to consider the structure of the public library service in England and Wales and to advise what changes, if any, should be made in the administrative arrangements, regard being had to the

relation of public libraries to other libraries." Great concern and suspicion has been expressed in some quarters at the constitution of this committee. Its establishment by the Minister of Education rather than by the Minister of Local Government is in itself a sufficient reminder that, as stated recently in these notes, the local library is an educational service. Its administrative isolation from both the Ministry of Education and the Local Education Authorities can only be regarded as an illogical anomaly. At the same time it should be recognized that the initiative in this new consideration of an old problem has not come from local education authorities but from Government. It is not, therefore, to be condemned or suspected as administrative empire building. As long ago as September last, the Association of Municipal Corporations recorded the concern expressed by a number of members about the constitution of the committee and expressed their intention to consider the matter again at their next meeting and to report further as soon as possible. In October the General Purposes Committee of the A.M.C. reported further, when the A.M.C. agreed to the setting up of a Committee by the Minister in preference to the dealing with this service as part of local government reorganization, it realized that the future of non-county borough libraries was one of the big problems to be considered. The Minister's committee includes many members whom non-county boroughs must regard as either prejudiced against or ignorant of their library functions. No large provincial city is represented on the committee. Some time ago the Association learnt that it was intended to transfer central responsibility for library matters from the Minister of Local Government to the Ministry of Education. It is strange to read that such an obviously reasonable proposal met with "strong objection" from the A.M.C. The Association "feared that the limited scope of the Ministry of Education in relation to local government would be detrimental to the interests of many members" and the constitution of the committee confirmed that view. The A.M.C. has informed the Minister of Education of their grave disquiet at the constitution of the committee and are asking instead for a committee that will "inspire confidence in those upon whom it will sit in judgment."

The Committee which the A.M.C. has condemned, consists of five representatives from County Councils two from County Boroughs, one from Non-County Boroughs, one from Urban District Councils and one from a Metropolitan County Borough. In addition to these local government representatives, two members come from Oxford and Cambridge Colleges, one from a University Library, one from the British Museum Library and one from a Department of Extra-Mural Studies.

Smaller Classes.

THE Bishop of Llandaff (The Right Reverend Glyn Simon) expressed himself strongly on two matters last month, in one case in a manner deliberately controversial. In his diocesan *Leaflet* the Bishop criticized the recent elections both to the Archbishopric of Wales and to the Bishopric of Swansea and Brecon on the ground that the two distinguished churchmen in question were both unable to speak Welsh. Their election, he said, revealed an "anti-Welsh and pro-

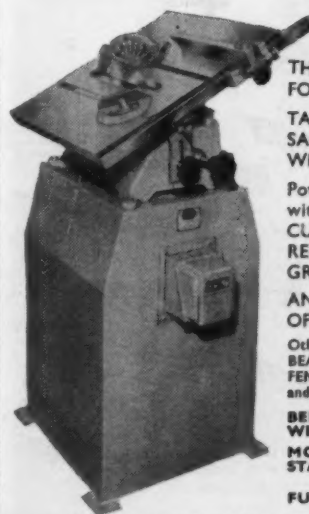
English trend." The matter is of interest here only for the light it throws upon the Welsh language question which, as previously reported in these columns, still disturbs the peace of those who live in certain county areas. The Dean of Monmouth has described the Bishop's criticism as "grievously misleading." Even the Bishop of Bangor, deeply concerned about the preservation of the Welsh language, admits that in the two elections in question "the Electoral College spoke the mind of the majority of Churchpeople." How far is it right for a minority to force its opinion, even a good opinion on a differing majority?

The Bishop of Llandaff also came forward as the champion of smaller classes in schools. In *The Times* he declared that education was likely to be one of the main political pre-occupations of the next general election. The danger was that the really urgent and necessary improvements would be overlooked in favour of other changes more politically or ideologically attractive. In the Bishop's opinion "the absolutely first necessity is for more and smaller classes" in our schools at all stages of education.

It is the enormous size of the classes in the majority of our schools to-day which more than anything else is responsible for the failure and waste justly detected in our educational system, and often unjustly blamed upon the teachers.

The solution to this foundation problem of the smaller classes and its kindred problem of more teachers ought, in the Bishop's opinion, to have priority over problems of the school-leaving age or the public schools. With the

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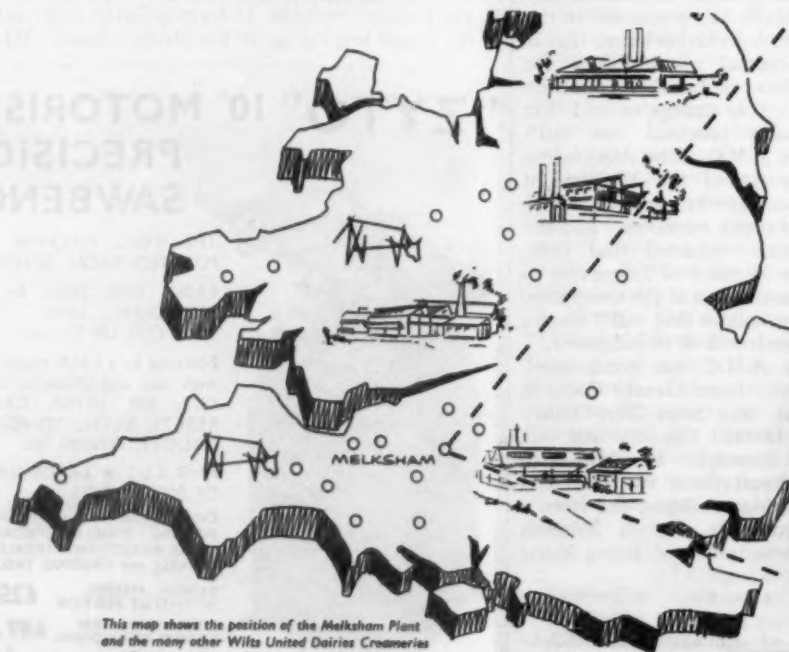
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Bishop's sense of priority one can most heartily agree. It so happened that the Minister of Education on the 21st January gave figures of over-size classes in a reply to a question in Parliament. Junior classes of fifty or more pupils were 558 last year. In 1953, the peak year, they had been as many as 1,330. Junior classes over forty were 31,907, compared with 40,447 in 1954. Senior classes over fifty were fifty-six last year and sixty-four (the highest figure for some years) the year before. Senior classes over forty were 4,115 and the year before 4,181. These figures show a reduction even where, on account of the bulge, it is least expected. Even so, the Bishop's concern is fully justified—32,465 junior classes over forty on 1st January, 1957 and 4,171 senior classes over forty.

* * *

Economies. THE Ministry of Housing and Local Government addressed to all local authorities on the 27th January a circular emphasizing the need for all possible economies during the coming financial year. On the same day the Minister of Education in Circular 334 asked local education authorities to bear in mind certain considerations in preparing their budgets for 1958-59. While all basic needs must be met, the utmost economy must be observed and all expenditure deferred which can possibly be deferred. Briefly the Circular calls for continued restriction in the admission to schools of children under five years of age. Local authorities "should explore the possibility of making economies by reorganizing or amalgamating" non-vocational classes. It is difficult to know what reorganizing means in this context. One suspects that it is a euphemistic synonym for the discontinuance of classes of a purely cultural and recreative nature. Further Education fees should also be examined and, if possible, increased. Authorities are, in effect, also urged to reduce the number of their university and similar awards, to spend less on the Service of Youth and to "reduce to a minimum" renewal and replacements of furniture and equipment. Capital expenditure out of revenue will be rationed by the Minister and each authority notified in due course of its share in a total allowance for England and Wales of £3 million.

The Ministry of Local Government calls for economies in every direction. "Even the smallest economies are worth making; and most authorities could make some economies without material reduction of service or loss of efficiency." No one can deny the truth of so very general a statement. Authorities are reminded of the Exchequer statement of 29th October that "wages increases unrelated to, and going far beyond, the general growth of real wealth within the country are by far the greatest danger we have to face." Since then Government itself has granted increases in the nationalised Gas Service which exceed even the most extravagant demands of the most unrestrained of trade unions. Authorities are advised that increases in remuneration should, to the maximum extent, be offset by reduced services or administrative economies. Increases there must, of course, be, if only to meet increased national demands. Coal miners are demanding that their increased national insurance contributions now payable should be met by the public, i.e., by their employers.

If in one industry the employers are to meet both employers and a part of the employees contributions too, the idea will inevitably spread. Such a demand ignores, too, the fact that increased contributions will bring increased benefits. Government, meanwhile, is going far to wreck the nationally established negotiating machinery. It is difficult to see how the Minister of Education can ever again by Order in Council require local education authorities to honour a national salaries award. A modest increase for senior and principal probation officers, agreed by both sides by a fully representative national joint negotiating committee, has been reduced by the Home Secretary. Chief officers of the principal departments of local authorities have met with repeated delays in the settlement of their claim. They seek the preservation or rather the restoration of their 1949 position. If more were sought the Authorities' panel would be bound to refuse agreement. It cannot be entirely forgotten that teachers' salaries were substantially increased in April, 1954 and that, notwithstanding this increase, further unprecedented increases were granted in October, 1956. A non-graduate head teacher of a 500-600 secondary modern school got 54.4 per cent. more in 1956 than he did in 1951, when the chief officers' scales were devised. A non-graduate primary school head teacher went up by 36.5 per cent. for a 400-500 school. The principal of an average sized technical college went up by over 48 per cent. and a Grade I inspector or organizer by 47 per cent. Yet the *Teachers World* declares that "teachers will always lose more through inflation than they can gain through salaries and improvements in the service." The same paper states that where husband and wife are teachers—a happy arrangement not commonly met with in other professions—"it is common for the joint income" to be over the surtax level. The N.A.S. calls for salaries "sufficiently generous to secure an adequate supply of well-qualified teachers." Unfortunately experience shows little relationship between salaries and recruitment. Quite different considerations will have to be recognized and to operate before the teaching profession can score over other professions, trades and occupations in their demands for the same bodies.

College of Preceptors Certificate Examination

There was an increase in 1957 of 56 per cent. in the total number of candidates taking the College of Preceptors Certificate examination. There were altogether 3,046 candidates. There was nearly a threefold increase in secondary modern candidates alone. The total number of subject entries was 21,328 compared with last year's figure of 14,489. There was a significant increase in the number of schools entering candidates in the Midlands and the North of England and several schools in the West of England and Wales came in for the first time.

Professor K. A. Subramania Iyer, Vice-Chancellor of Lucknow University, India, is visiting Britain under the auspices of the British Council to study post-war developments in university education.

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As the Administrator Sees It

(FROM A SPECIAL CORRESPONDENT)

THE IMPORTANCE OF EXAMPLE

It is obvious that much work of high quality is being performed in this country at the present time. From time to time the results of that work are made public. ZETA is a very good example. The newspapers and the B.B.C. rightly made the fullest use of their opportunities to make known the achievement of ZETA. The television programmes in particular were most interesting and revealing. They showed not only ZETA itself but the men who made ZETA possible.

One was struck by the modesty of these men. They made no attempt to glamorise either themselves or their achievement. They were content to be themselves, and the impression they gave was that of hardworking, relaxed people who found great joy and satisfaction in their work. A programme of this kind was bound to have a stimulating effect upon boys and girls studying for examinations. Many would feel that, by working hard, they, too, might some day take part in work of the highest importance.

But the sad fact remains that not enough encouragement is given by the television programmes to young boys and girls to forego present pleasures for the sake of the future. The really clever and outstanding school boys and school girls do not need external encouragement. They will drive through even in the face of opposition and discouragement.

But the presentation of a young boy playing a guitar and earning a fabulous sum of money each week cannot have a good effect upon the plodding, conscientious boy from a good home who finds a certain amount of difficulty with his school subjects. Similarly the spectacle of a young woman, of doubtful ability, posturing in front of the television cameras cannot have an encouraging effect upon a girl in a similar position to the boy.

No-one wants television programmes to be nothing but instruction, but a stranger from another world contemplating many television programmes would feel that there were two nations in this country at the present time, one consisting of people of solid worth and the other of highly decorative entertainers. The misfortune is that a disproportionate amount of emphasis is placed on the latter at the expense of the former. The B.B.C. should remember the great advance of educational opportunity which is now taking place. They should be conscious of the many thousands of young boys and girls who are voluntarily giving up their time in order to engage in serious study. These young people must be made to feel that their sacrifice will be worth while. Unfortunately there are too many influences at work which cumulatively suggest to them that it might not be so.

It is fashionable in some quarters to deride the high ideals of the first Director-General of the B.B.C., Sir John Reith—now Lord Reith. One wonders if he would have permitted such bad influences to pour upon the youth of this country. There is no use asking for more money to be spent on education if the work of teachers is to be

sapped and undermined by bad influences. It is a matter which should concern every educationalist.

EQUAL PAY

One disquieting feature in the education service at the present time is the reluctance of women teachers to apply for headships. This effects all kinds of schools, infant, junior and secondary alike. This would seem to be an unexpected result of equal pay.

Many women teachers admit quite frankly that the additional salary which they would receive if they became Heads would not compensate for the added responsibility which they would have to carry. The difficulty is most acute in infants' schools and in girls' secondary schools. Tradition and common sense alike demand that very young children and girls above the age of eleven years should be taught by women teachers. Yet if this present tendency continues some local authorities might be compelled to appoint men as heads of infants' schools and girls' schools.

There is another factor at work. More and more women teachers are continuing to teach after marriage. Before the war marriage usually terminated a teaching appointment so far as women were concerned. Nowadays every encouragement is given to married women to return to teaching. Indeed, the service would break down if married women ceased to teach. Nevertheless the hard fact remains that because of home duties, married women cannot give that attention to the extra-mural life of the school that unmarried women can give. This undoubtedly adds to the difficulties of the heads of girls' schools. They cannot rely on Miss Faithful as their predecessors could in pre-war girls' grammar schools, to look after the manifold outside interests of a modern grammar school.

In a matter like this it is difficult to strike a balance. The presence of married women in the schools has undoubtedly been good for the schools. On the other hand it would be a pity if the supply of single women who were prepared to devote their lives to the welfare of the children without regard to normal school hours were to disappear. At the same time it would be wrong to decry the principle of equal pay. One can only hope that the tendency is only a passing one. It is one which will have to be watched. No useful purpose is served by a conspiracy of silence. Women teachers themselves should be made aware of it so that they can solve it. The solution lies fairly and squarely in their hands.

DISTRIBUTION OF TEACHERS

Just over a year has passed since the Ministry of Education announced their plans to bring about a better distribution of teachers in England and Wales. The Ministry were careful not to use the word rationing. It was described as a quota system. In a new circular just issued the Ministry announce the result of the first year's working of that scheme. In general it has been a success, although it is somewhat disquietening to note

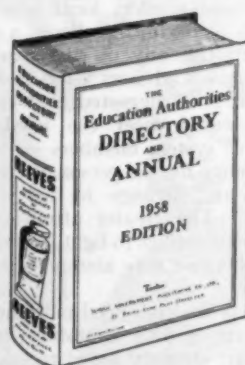
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that the expected increase in the teaching force of 7,000 has not been realized in practice.

The Ministry propose to continue the quota system for at least another year. Every authority has been informed of the maximum number of teachers which it can employ. The deliberate effect of the policy will be to reduce the discrepancies in staffing ratios between different authorities. Thus in a difficult area like Birmingham it is estimated that in January next year the staffing ratio will be 27.5 pupils per full-time teacher. In an easier area like Eastbourne the staffing ratio is estimated at 25.5. Without the quota system it is obvious that the disparity would have been very much greater.

One must wish the scheme well. It will cause hardship to many young teachers, particularly teachers in junior schools who had hoped to return to their own areas. If the home areas of these students are already up to the quota, employment will be possible for them only in the areas where there is a shortage. These personal problems are regrettable, but this present year, 1958, is not going to be an easy year in the education service. It is estimated, for example, that 5,000 teachers will be required to meet the increased numbers in secondary schools alone. Therefore, any scheme which tries honestly to deal with this problem must be welcomed.

Teachers Seek Greater Tax Relief for Dependants

The National Union of Teachers has written to the Chancellor of the Exchequer, Mr. Heathcoat Amory, asking that in the forthcoming Budget steps should be taken to grant greater income tax relief and allowances for dependants of teachers.

The union has also expressed the belief that further improvements should be made to the family allowances scheme, either by increasing the present allowances or by making an allowance for the first child, or both. In a letter to the Chancellor the general secretary of the union, Sir Ronald Gould, writes:

"My Executive, conscious of the need for income tax reliefs and other allowances for the dependants of teachers, believes that, at the present time, these adjustments are inadequate.

My Executive noted with approval the steps taken in the last Budget to increase the income tax reliefs for older children but it considers that the amounts are still quite insufficient. My Executive believes also that further improvements should be made to the family allowances scheme either by increasing the present allowances, or by making an allowance for the first child, or both.

I hope therefore, that it will be possible for you to give these matters your attention in the forthcoming budget statement."

Every child in Britain aged between five and sixteen is now being invited to submit up to three entries to the eleventh annual National Exhibition of Children's Art. The address to which all entries must be sent is: National Exhibition of Children's Art, 1958, Sunday Pictorial, 7-9 Breems Buildings, London, E.C.4. The last date for receiving entries is 27th February.

Block Grant Plan

An Opposition attempt to postpone the operation of the general grant system for local authorities until after the next general election in order to enable the electorate to show their view of the proposal was rejected by Mr. Henry Brooke, Minister of Housing and Local Government, when the Local Government Bill was considered for the first time by a Standing Committee of the House of Commons.

Mr. Brooke, who was replying to an amendment to Clause 1 to postpone the introduction of the grant until 1961-1962, said that if the amendment was inserted in the Bill, the Government would have to think seriously about postponing the re-rating of industry, the changes in the equalization grant system, and the other clauses affecting the rating system. It was thoroughly desirable that local authorities should have experience of the general grant and other changes before revaluation in 1961.

The amendment was rejected by twenty-two votes to eighteen.

Welfare of Overseas Students

The importance of safeguarding the welfare of overseas students attending technical colleges in this country is emphasized in a circular from the Minister of Education, Mr. Geoffrey Lloyd, to local education authorities.

The number of full-time students from abroad is increasing every year, says the Minister. Many of them have only slight knowledge of conditions and life in Britain, and are also often handicapped through ignorance of the language; they find it hard to adapt themselves and suffer unnecessary difficulties, which sometimes leads to them failing their courses and returning to their own countries with a keen sense of frustration and injustice.

The Minister offers local education authorities and principals of technical colleges a number of suggestions to smooth the way of such students. Some colleges already have "advisers" for overseas students on their staffs, but it is suggested that the system of "welfare tutors" would meet the needs of students better. Under this system members of college staffs undertake responsibility for the personal welfare of small groups of students and arrange to see them individually and regularly. The greater attention thus given to each student often brings to light personal and social problems which otherwise may assume serious proportions before discovery.

Overseas students need more help than students from Britain in finding suitable living accommodation. Colleges are strongly urged to take an active interest in students' lodgings; lists of approved lodgings should be established and students encouraged to use them.

The Minister believes that all concerned with the work of technical colleges "will appreciate the great importance of doing everything possible to ensure that students coming to this country for their higher education are helped to take full advantage of the facilities offered."

Mr. J. H. Bradley, deputy chief education officer for Wiltshire, has been appointed chief education officer for the county in succession to the late Miss D. Scott Baker.



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Research Fellowships of the Council of Europe

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The Selection Committee will meet in Strasbourg at the end of June to make the next awards. The Fellowships will be each of the value of 500,000 French francs and will be tenable for a period of eight months in 1958-59.

Candidates must normally be nationals of a Member State of the Council of Europe. An exception, however, is made in favour of refugees from European countries, non-Member States of the Council of Europe, provided that they are legally resident in the territory of a Member State.

The British Council assists in publicity and recruitment for these Fellowships in the United Kingdom. Further particulars, and forms of application which must be submitted before March 15th, 1958, may be obtained from The Controller, Education Division, The British Council, 65, Davies Street, London, W.1.

Austrian Schools

The thirteenth Caroline Haslett Trust lecture was given last month by Miss Marion P. Binks, senior demonstrator of the S.E. Electricity Board under the auspices of the Electrical Association for Women, her subject being "Living Electrically in Austria and Northern Italy."

She was unable to visit schools in Italy as they were closed during her stay there but in Austria she found that education plays a great part in everyday life, and although she did not visit any city schools she was able to glean some information from a student in Innsbruck.

"There are no co-educational schools" continued Miss Binks, "except in the country where classes are small and are therefore mixed."

"Schooling is compulsory as in Italy up to the age of fourteen when the students, by taking examinations, may continue to study for four years in one of the three types of high schools."

"Each high school covers the basic subjects, but one type specializes in science, another in the arts, and the third type deals with a little of both."

"The day commences at 8-0 a.m. and can finish as late as 7-30 p.m., depending on the timetable. Saturday lessons end at 1-30."

"In the country there are many Rural Domestic Economy Schools. I visited one at the village of St. Martin near Graz. The students were farmers' daughters who came as boarders during the winter months to study everything from cooking to how to milk a cow. The school was in a beautiful old castle commanding a view of pine-covered slopes. On the balcony overlooking the courtyard were bedrooms, some housing two girls, others as many as five, all nicely decorated and kept spotlessly clean by the students themselves."

"I visited the kitchens where a cookery lesson was in

progress. The girls were using a combination wood and electric stove, and I saw also an electric cooker, food mixer and cream separator. In another room eleven different kinds of sewing machines were being used, some were electric, some hand or treadle type, but all of a different manufacture so that the girls could decide for themselves which type they preferred."

"This school is typical of many throughout Austria to-day, the Government is trying to create a higher standard of living in the country and by introducing these appliances to the farmers' wives of the future they hope to be able to bring this about."

Dr. Lawrence elected Dean

The College of Preceptors announces the election to the office of Dean of Dr. B. E. Lawrence, C.B.E., M.A., Chief Education Officer for Essex in succession to Mr. F. Bray, C.B., who is now adviser to the government of Southern Rhodesia on technical education. The election of Dr. Lawrence is the first occasion that anyone engaged in local education authority work has held this office since the foundation of the College in 1846. It indicates a widening of the scope of the College's work during recent years now that more teachers from local authority schools than from independent schools are taking the diplomas of A.C.P., L.C.P., and F.C.P. and now that the new examination for fifteen year old children has shown a sharp increase in the number of candidates from secondary modern schools.

Village Schoolboys Pass G.C.E.

From Bodmin comes a report of a village schoolboy who at the age of eleven has passed the art examination of the General Certificate of Education at Ordinary level, for which the normal age minimum is sixteen.

The boy is a pupil of the village school and has been fond of painting and drawing since he was a young child.

Two other boys at the same school (age fourteen) which is an all-age school, have also obtained certificates in the same subject. Special permission was obtained for the three boys to take the examination before they were sixteen.

The headmaster of the school said that "there is a great psychological value in children of a school like this finding that they are no longer barred from obtaining the General Certificate of Education because they do not go to a grammar school. It will rid them of the frustration of failing the eleven-plus examination and give them a new sense of achievement and purpose in life."

To obtain their certificates the three boys took three papers, lasting a total of five hours, on object drawing, plant drawing, and imaginative picture making.

The school, whose pupils gain the highest average marks in the Electrical Association for Women Home Workers' Certificate Examination for Schools, holds the Councillor Miss Walter Rosebowl for the year. The winning school in 1957 is the Whitley Bay Grammar School, and the runner-up is another Northumberland school, the Eastcliffe Grammar School, Gosforth, Newcastle-upon-Tyne.

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£1½ Million School Building Plan

Budapest City Council is spending £1½ million on the building of new schools and classrooms in the capital in an effort to ease overcrowding.

A two-shift teaching system has been used for some time in most schools. The council plans to build new schools with a total of 108 classrooms and to increase the number of secondary school classrooms by thirty-four.

Besides the money spent by the City Council, local authorities have earmarked several thousand pounds for school repairs and decorations, reports the newspaper *Népszabadság*.

In the past six years the number of students in Budapest has risen by almost a quarter, and the number of classrooms by only 15 per cent.

The L.C.C. Education Committee have agreed to an increase in the annual allowances made to day schools and day colleges for school amenities and activities to meet increased costs. It is estimated that the revised scales will increase the Council's expenditure by £9,200 per year.

A certificate for teacher-librarians has been introduced by the Joint Board of Assessors of the School Library Association. The certificate will not confer upon the holder professional status as a librarian; it is primarily a teacher's certificate, and the emphasis in the examination will be on the teaching use of the library. Details of the syllabus are obtainable from the Association, Chaucer House, Malet Place, W.C.1.

School Publications in New Zealand

Working of Official Scheme Surveyed.

In New Zealand the government's Department of Education itself publishes school textbooks and other educational material through its School Publications Branch, and has now become one of the largest publishers in the country. Unesco's latest publication in the Educational Studies and Documents series "The New Zealand School Publications Branch" (H.M.S.O. 3s. 6d.) describes in detail the various publications issued by the Department and their purposes.

Dr. C. E. Beeby, Director of Education, New Zealand, in an introduction to the survey says its purpose is to help administrators of other school systems to establish or develop their own programme of school publications if desired. Dr. Beeby explains that the policy followed in New Zealand has been to supplement imported books by special bulletins with a New Zealand flavour and, in a few cases, by textbooks of their own.

The School Publications Branch is responsible for planning, production and distribution of a great variety of publications including textbooks on arithmetic and English, periodical bulletins and journals, teachers' manuals, syllabuses, a professional journal for teachers and the official *Education Gazette*. There are also booklets designed to accompany broadcasts to schools, to advise children and their parents on their choice of further education or a career, and to help new settlers learn English. One publication, *The School Journal*, is also issued in an enlarged form as a "sight-saving" edition for partially sighted children.

The branch was established just before the last war as a result of a vigorous move for educational reform which developed in the 1930's. In 1937 a special committee set up to make an inquiry into the textbook position, reported that the books then in use were "so inferior and so unsuitable that most experienced teachers preferred to do without half of them." The staff of the branch includes seven editors, most of whom have been recruited from teaching posts.

Talking of Pictures

A new series of six half-hour programmes, "Talking of Pictures," starts in the B.B.C.'s Network Three on Wednesday, April 16th, from 7-15-7-45 p.m. These programmes are aimed directly at listeners who want to enjoy and appreciate paintings but are not experienced enough to know where to start.

Linking all the broadcasts will be the Director of the National Gallery, Sir Philip Hendy, and he will have with him the well-known painter, writer and broadcaster, Michael Ayrton, throughout the series. Each programme will also bring to the microphone two or three specialists, for example, a costume expert, a dealer to speak on the commercial aspect, or a keeper of a provincial art gallery. The speakers, each an expert in his field, will discuss and analyse selected famous pictures, all of them on view in Britain, from the National Gallery, the Tate and the National Portrait Gallery in London, the Barber Collection in Birmingham, the Liverpool Art Gallery and the National Gallery of Edinburgh. How and where was the picture discovered; how did the artist mix and apply his colours; what process was used to clean it; what was the story behind the painting. All these and many other questions are asked and answered so that the enjoyment and enthusiasm of the craftsmen concerned can be shared with the listener.

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FILM STRIP REVIEWS

COMMON GROUND, LIMITED

CGA 771—A Journey to China.—This colour strip has been made possible by the journey taken by Professor J. A. Lauwerys of the University of London Institute of Education. After visiting Peking the route is by air to Sian-Fu and subsequently southwards to Chungking. A trip by river steamer down the Yangtze to Hankow completes the route. The author has had ample opportunity to secure some remarkable photographs sufficiently varied to satisfy the most critical. A wonderful picture of mountain scenery is followed by pictures of the Great Wall. Photographs of temples and tombs in Peking provide excellent examples of Chinese traditional architecture. Rice has been selected for illustrations of the principal crop. After two fine views of the Yangtze the strip concludes with pictures of the mile long bridge across the river in the last stage of construction. The introductory script gives a lengthy general account of China. 26 frames.

CGA 750—The Agricultural East Midlands.—The fifth in the new series Geography of Great Britain in Colour. This is one of two films designed to draw a contrast between the East and West Midlands; the former mainly rural and the latter mainly industrial. The district round Northampton has been chosen for this strip and the relief map shows admirably the reason for the town's position. The delightful photographs of the agricultural countryside are convincing and most instructional and a breath of fresh air to those who live in towns. Pea-picking, cutting lucerne, lifting potatoes, stacking hay, thatching a rick and hedging are dealt with. Local breeds of cattle and hunting have a place, while industries include boot and shoe manufacture, brewing and ironstone quarrying. Mears Ashby serves as an excellent illustration of the standard unit of rural settlement in the Northampton Uplands, and Broughton House a fine example of a country residence. 26 frames.

CGA 711—Life Among Grass Roots.—Having made ourselves well acquainted with that interesting micro-habitat "Life Under Stones" (CGA 709) Alan Dale has once again made us "get down to it" in an equally interesting investigation of the surrounding terrain; and he has certainly made us see that an examination by probing and gentle combing is well worth while. Not that we shall find our British fauna as prolific as Edwin Way Teale in his Grassroot Jungles, but profitable enough to provide ample material for study. The strip gives examples of small creatures living below ground, on the ground or above the ground under cover of grass. All but three of the photographs were taken in a Bakewell garden in 1956; our own gardens could be equally fruitful. The colour photographs are beautifully clear and show all the detail required of such small inhabitants of the shady grass roots. 27 frames.

CGA 691—The Knight.—This is an excellent strip to add to the Medieval Life series; The Castle, The Crusaders, The Monastery, The Town and The Village. G. E. Pallant Sidaway has shown his enthusiasm for the subject by incorporating much heraldry, the correct significance of which is fully explained in an appendix to the script. For this reason almost every illustration is a blaze of colour. The author has been careful to illustrate the peacetime functions of the knight as well as his fighting ability. Though the strip will be enjoyed by juniors and seniors alike, the script is in sufficient detail to be of great assistance to teachers in secondary or grammar schools. 27 frames.

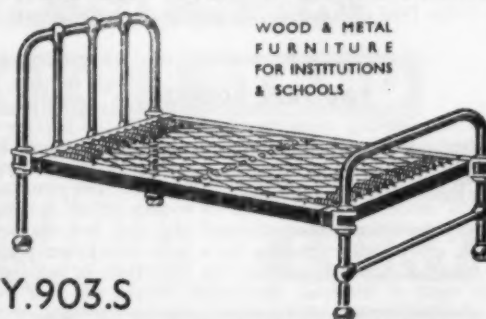
IB 779—Life in Ancient Palestine.—An Isotype strip continuing the splendid series "Life in the Ancient World." Unlike the previous strips which deal with empires, this strip deals with a country significant in its creation of the alphabet, the art of writing and Western religion. Introduction is by way of the Jordan Valley and the discovery of the sickle, 8,000 B.C. The position of Palestine relative to big neighbours is discussed and the cultural influence summarized. Then follows the early Hebrew settlements in Canaan. Seven frames are given to the commencement of written history and the concluding frames deal with the growth of the Bible and the Temple. Isotype strips are noted for the clarity and conciseness of the maps and diagrams and this strip can boast more than twenty of these; combined with the photographs of relics they provide a helpful understanding of the history so far as it is known. 27 frames.

EDUCATIONAL PRODUCTIONS, LIMITED

No. 6222—The Vanishing Prairie.—How glad we are to see this lovely strip available for classroom use. It will help to serve as a constant reminder of a remarkable film made possible only by the team of experts with unlimited patience and perseverance. We hope that "The Living Desert" is also on the way. An introductory map shows the extent of the prairie; seven frames are given to the bison, misnamed the buffalo; Chimney Rock, Wyoming serves to introduce the Rocky Mountain goat and Bighorn rams. The coyote and prairie dog next merit attention. Bird life is represented by the prairie hawk, migrating geese, mallard ducks and ducklings and the burrowing owl. Some fine pictures of the cougar and fawn conclude the strip. All these in correct colour rendering in their natural habitat. 30 frames.

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No. 5226—The Life of Jesus, Strip 2.—It is some time since Part I appeared, dealing with the Birth and Boyhood of Jesus to His visit to the Temple. This strip continues the story by dealing with His ministry, death and resurrection. Two most suitable maps show the extent of the Roman Empire and the areas in Palestine under jurisdiction of Pontius Pilate, Herod and Philip. For every frame the script gives the appropriate Bible reference, and in many cases several references are given to compare the accounts of the four Gospels. Christ's teaching on Love, on Prayer, on Humility, on Faith and on giving thanks all receive attention. The two strips give a concise and chronological account of all the essentials a Junior child should know. The black and white drawings may well be used for revision as well as the normal telling of the story. 28 frames.

C 6254—Alice through the Looking Glass.—Colour photographs by Houston Rogers from the production at Her Majesty's Theatre, Brighton, on December 24th, 1953; with a cast including Carol Marsh (Alice), Binnie Hale (Red Queen), Margaret Rutherford (White Queen) and Griffith Jones and Michael Denison (Tweedledum and Tweedledee). It is a pleasure to have this filmstrip as a further medium of telling the story so well liked by all. Only Chapter 3—Looking Glass Insects—is not pictured. The story has been abridged to be read with the strip but even so it runs into 31 pages, and will give the children an excellent insight to the story as a whole. The twenty-nine photographs are a well selected mixture of close-up portraits, half-length studies and full length scenes. Equally suitable for junior or secondary schools.

The Picnic Boy.

The Blind Man who saw Jesus.

We have used strips in this series so often with upper infants and lower juniors that we have no hesitation in recommending them as excellent material for presenting well-known Bible stories in simplified form so essential at this level. The illustrations are adapted from those of the Blandford Press, "Very First Bible Stories" and a copy of the book is supplied with the strip. The colour pictures by Treyer Evans include just sufficient detail for the child to grasp and of a bold type children love to look at. The Picnic Boy tells the story of Christ feeding the 5,000 and the Blind Man who saw Jesus elaborates the healing of the blind man at the Pool of Siloam. Both strips have 28 frames.

TWO FREE BOOKLETS

Two new Dunlop booklets, dealing with the history of the wheel and the manufacture of car tyres, are intended primarily for schools but merit a wider audience. "Story of the Wheel," meant for use by children of nine years and upwards, modestly claims to be an outline of the development of wheeled transport through the ages, yet manages to pack a host of interesting facts into its sixteen pages. How many of us are aware that the Egyptians of old drove on the right of the road, the Greeks on the left; or that four-wheeled wagons were running regular carrier services towards the end of Queen Elizabeth's reign? "Story of the Wheel" is brightly presented with many coloured as well as black and white drawings.

"Making a Car Tyre" is directed towards older pupils and adults. In non-technical language and with the aid of many photographs it tells its story from John Boyd Dunlop's air-filled tyre down to the modern gauge using Beta rays to measure the thickness of rubber.

Either, or both of these booklets, is available free and post free from the Educational Section, Dunlop Rubber Co., Ltd., St. James's House, St. James's Street, London, S.W.1.

BOOK NOTES

Moral Education in Christian Times. By Professor E. B. Castle. (Allen and Unwin, 30s. net.)

The title Professor Castle has chosen for his book is somewhat forbidding, although one wonders how otherwise he could have indicated its theme. But the theme itself and his treatment of it are of the greatest interest. Throughout the Christian era there have been differences both in theory and practice in the attempts to solve the problem of how young people are to be conditioned to the society which they are to enter. It is a long road from "spare the rod and spoil the child" to Homer Lane's Little Commonwealth and Neil's experiments at Summerhill; that road Professor Castle seeks to trace. He has a lively narrative style, an eye for the telling incident and the illustrative quotation. There is hardly a dull page in the whole book, and one's only regret is that, with so long a journey, the author cannot stay longer at each stage. Much scholarship and research have gone into his survey, but the scholarship is carried lightly. Starting in a pagan empire, he traces the development of ideas of discipline (in its widest sense) through the Middle Ages, into the crucible of the Renaissance. The widely differing views of Catholic and Protestant thinkers at the time of the Reformation are contrasted followed by a discussion of developing ideas in England and in Europe generally down to the end of the eighteenth century. Theory and practice in England and elsewhere during the nineteenth century are compared and the book concludes with some of the experiments of the "progressive" schools in our own day. The publishers' claim that this book deserves to stand beside Trevelyan's "Social History" or Russell's "History of Western Philosophy" is scarcely exaggerated. A truly remarkable book—a "must" for the Training College library and for every thoughtful teacher's reading list.—C.

Simplified English Series:

Vanity Fair. (2s. 10d. net.)

The Kon-Tiki Expedition. (3s. 3d. net.)

This series is designed for those whose native language is not English, who have mastered the rudiments of the language by following one or other of the standard courses and are now ready for some wider acquaintance with literary English. They are not yet ready, however, to be plunged into the linguistic difficulties and allusive obscurities of the classics. They need some bridge to carry them over from the artificial air-conditioning of the course book to the heady fresh air of Thackeray, Fielding or Dickens (not to mention C. S. Forester and Nicholas Montserrat). These simplified texts are designed to give them just that. The series contains both older and newer classics, among which these two new titles are typical. The flavour and indeed the wording of the original have been carefully preserved, while new words and idioms are introduced with careful grading. There are comprehension questions and in the case of the Kon-Tiki Expedition, a glossary of the specialised terms used in the text.—C.

Teaching Chemistry. By J. H. White, Ph.D. (University of London Press, 4s. net.)

It is not easy to get the experienced science master to lay his test-tubes aside and take pen in hand to explain to the novice how he does it. Books on the teaching of English, History, Modern Languages are legion; good guides to the teaching of science are few. For this reason alone Dr. White's crystallising of many years' experience in the classroom is welcome. It is practical, concrete, specific (as one might expect from a scientist). Abstract theory finds

little place, for he is concerned to help the young man or woman actually in charge of a laboratory and a class of eager pupils who are at the same time potential wreckers, fire-raisers and anarchists. Dr. White contrives to pack much into this slim volume; method, laboratory work, written work, schemes of work for lower, middle and upper school, advice to the beginner, hints on first aid in the lab.—all find a place. Training college students offering chemistry as a main subject, the young chemistry teacher passing straight from University to the classroom, older teachers who find themselves committed to an unsought share of a school's chemistry teaching, all will find much here of value in their work.—C.

The Adolescent Views Himself. By Professor Ruth Strang. (McGraw-Hill, 49s. net.)

In this survey of the psychology of adolescence, Professor Strang of Columbia University has attempted to look at the problems of growing up from the viewpoint of the young people themselves. What does it feel like to be a teenager? How do they look at themselves and the adult world on which they are entering? She believes that if we can see how things look to them we shall be the better able to help them to make this most difficult and stormy of transitions. Although this is her main thesis, Professor Strang packs a great deal of wisdom, knowledge and understanding of adolescent psychology into her readable and interesting thesis; and she has much thoughtful constructive and practical advice to offer the parent, teacher or youth worker baffled by the perplexing and apparently illogical behaviour of the teen-agers in their charge. There are some entertaining drawings scattered through the book, a number of excellent photographs, and each chapter is followed by a book-list for further study, and sets of comprehension questions and study projects for use in teacher training colleges.—C.

Germany Revisited. Education in the Federal Republic. By Alina M. Lindegren. (United States Department of Health Education.)

This survey of the present state of education in Western Germany makes both interesting and encouraging reading. Dr. Lindegren, who had almost completed the survey before her untimely death, had made a similar survey in 1935; she was able, therefore, to note significant changes. The most interesting of these is a movement away from the traditional preoccupation with intellectual development alone and a movement towards a broader interest in the pupils and students as individuals. This has led to a friendliness and mutual understanding between teachers and taught, more pupil participation and closer co-operation in the class—and lecture—room. Following a decade of isolation, many German teachers and students are now again in touch with educational theory and practice in other countries by means of exchange programmes. Another new development has been the introduction of social studies into the school curriculum. Altogether a most valuable practical application of comparative education.—C.

Secondary Modern Science Teaching, Part II. Prepared by the Science Masters' Association. (John Murray, 8s. 6d. net.)

We have come a long way since the starry-eyed days of wishful thinking which preceded and followed the 1944 Act. There have been successes and failures and the successes have not always been along the lines originally envisaged. And the chances and changes through which the Secondary Moderns have passed have all been faithfully recorded in books and articles without number. Even the Department of Education at Oxford discovered last year what had been happening and invited a delighted world to "read all about it" in a book of refreshing naivety. The task that the Secondary Modern Schools sub-committee of the Science

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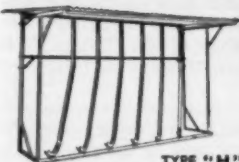
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Masters' Association here set itself was much more valuable than either general reporting or philosophical speculation. They set out to discover how science can best be taught in schools of this kind, what are the objectives science teachers should aim at, and how available resources can be used to the best advantage. This second volume on the subject is as practical and down to earth as its predecessor, but it is inspired by a greater sense of urgency. As the Editor truly remarks: "To-day science teachers in all secondary schools should have a clear conception of the urgency of their task. Science, besides having cultural significance, is of national importance, socially and strategically." Among the topics treated in this volume are: Laboratory organization, improvisation of apparatus, visual and aural aids, written work, examinations, the science library, and science for girls. In the section on the science library there is an excellent list of 100 recommended books—C.

STUDY ABROAD

Scholarships for study in the Soviet Union are listed in the new edition of "Study Abroad," which gives information on over 75,000 individual opportunities for obtaining financial assistance for international educational travel. "Study Abroad" is published for Unesco by H.M.S.O., price 12s. 6d. The Soviet scholarships, which are unspecified in number, and some of which are available to nationals of all countries, include forty to fifty for study of the peaceful uses of atomic energy.

Most of the fellowships and scholarships listed are available in 1958. They are awarded by governments, foundations, universities and other institutions in eighty-three states and in many non-self-governing territories. The subjects of study cover almost every field of learning; the awards offer possibilities for travel and study in almost every country of the world.

The growing popularity of educational travel in general is reflected in statistics published in "Study Abroad." In 1956, 150,000 foreign students were enrolled in seventy-four countries. This was 24,000 more than in the previous year. It is probable that at least a fifth of the total consists of Asian students in Europe and North America. There are over 2,000 Indian students, for instance, studying in the United Kingdom, and nearly 900 Far Eastern students in Poland and Bulgaria.

PRIMARY EDUCATION IN LATIN AMERICA

A Unesco survey on what is being taught in the primary schools of about twenty countries in Latin America ("Primary School Curricula in Latin America"; H.M.S.O. 3s. 5d.) was compiled by Professor M. B. Lourenco Filho, Professor of Educational Psychology at the University of Brazil and adviser to the Brazilian Ministry of Education and Health.

In addition to subjects commonly found in the primary school syllabus all over the world, the survey reveals that special attention has recently been paid to the teaching of natural science and handicrafts. In the cases of several countries handicrafts are described as being directed towards "stimulating the spirit of scientific investigation and the understanding of the applications of science to modern technology."

In Honduras, Mexico and Panama, attention is devoted to campaigns against superstition and harmful beliefs, while the curricula laid down in Chile and Panama includes sex education among subjects to be treated in the last two years of primary education.

Colombia, Haiti and Peru emphasize religious values, and Ecuador includes, among the general aims of education, the training of individuals to "contribute towards economic welfare by cultivating the dignity of manual work."

Guatemala lays down the principle: "Education shall instil habits of work in the child, and shall initiate him in the exercise of practical, and especially regional activities, so that he may acquire the techniques to improve his economic condition and that of his environment." In Cuba, "the aims of human relations must be understood and supported by primary education."

Professor Filho says that all the official documents examined express the desire that schools should provide the rising generation with the combination of ideas, sentiments, skills and aspirations which make for good citizenship, and all show keen awareness of the social influence of schools.

The Dolphin Books. Edited by Boswell Taylor. (University of London Press, Series A, 1s., B 1s. 9d., C 1s. 9d., D 2s. 3d.)

One of the most exciting periods in a child's life is when he begins to read; when the characters printed on the page before him yield their meaning. Then it is that he should be supplied with adequate and suitable reading material, graded to his ability, in order to help him develop this newly acquired skill. The script must be simple in order that the sheer mechanics of reading should present no especial difficulty, while the story itself must make the child want to go on reading.

It is to fulfil these needs that this new series of books has been planned. All the stories have been specially written under the editorship of a Junior School head master, himself an experienced author, and have been tested in school for reading age and interest value.

The present issues cover first year juniors (Series A, age 6-7, B, 7-8) and second year juniors (C 7-8, D 8-9). Third and fourth year series up to the age of twelve are to follow.

The Linguist, a modern language journal published by The Linguists' Club, is now in its twentieth year and can boast of readers in sixty-five countries. Among its regular features are Typical Conversations, in English with parallel translations in French, German, Spanish, Italian, Russian and Esperanto, and Translators' Commentaries in which expert linguists discuss readers' translations of a given text into French, German, Spanish and Italian. They analyse difficulties and give constructive advice.

"**Summer Schools for Teachers of English**" is the title of a new booklet giving details of twelve courses being organized by the British Council during 1958.

More than 700 overseas specialists are expected to visit the United Kingdom this year, to learn about British achievements and developments in many fields at courses and summer schools organized by the British Council in conjunction with other organizations. There will be twenty-six in all, lasting from two to seven weeks.

The governors of Bristol Grammar School are erecting a new science building at a cost of £42,500, towards which the Industrial Fund for the Advancement of Scientific Education in Schools has made a grant of £17,000.

The trustees of the Frank Parkinson Agricultural Trust have decided to increase from two to six the number of scholarships awarded each year to selected students at Seale-Hayne Agricultural College, Newton Abbot, Devon, to enable them to pursue the post-diploma and post-graduate course in farm management which the college instituted some three years ago.



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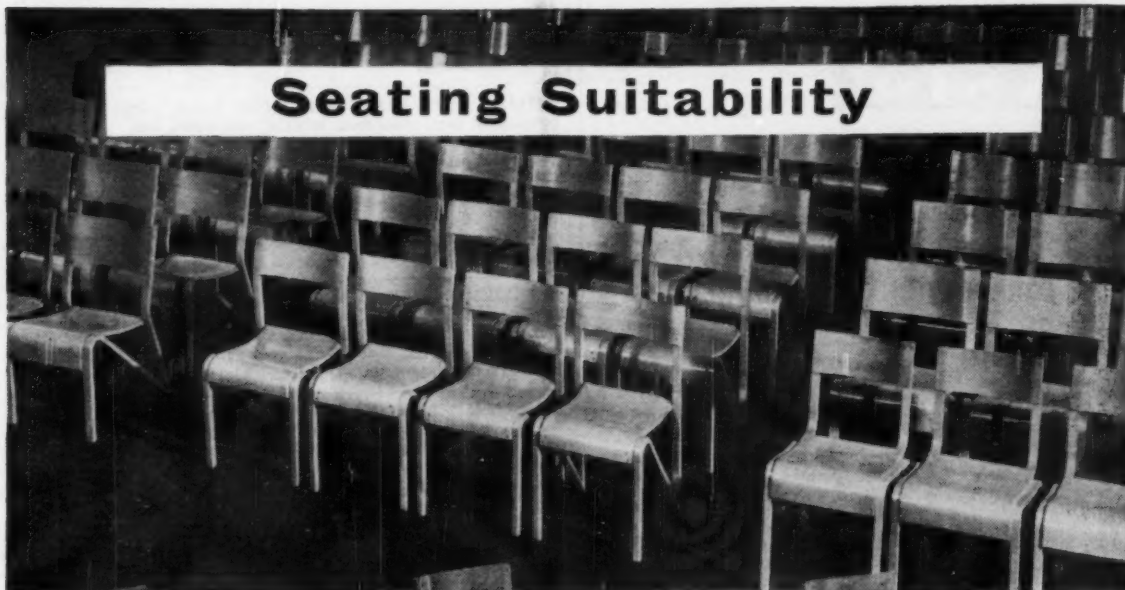
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